

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here: <div style="text-align: right;"> RECEIVED TEXAS EDUCATION AGENCY 2015 AUG 20 AM 11:35 DOCUMENT CONTROL CENTER SECRETARY'S OFFICE </div>
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Brownsville Independent School District	031-901 046	Perkins Middle School	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000418	1	Tx-034	030917579
Mailing address		City	State ZIP Code
1900 E. Price Road		Brownsville	TX 78521

Primary Contact

First name	M.I.	Last name	Title
Roni	C	Rentfro	DCSI
Telephone #	Email address		FAX #
956-548-8000	roni.rentfro@bisd.us		956-548-8229

Secondary Contact

First name	M.I.	Last name	Title
Beatriz		Hernandez	Principal
Telephone #	Email address		FAX #
956-831-8770	bahernandez@bisd.us		956-831-8789

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Esperanza		Zendejas	Superintendent of Schools
Telephone #	Email address		FAX #
(956)548-8011	drezendejas@bisd.us		(956)548-8019

Signature (blue ink preferred)

Date signed

E. Zendejas 8/18/15

Only the legally responsible party may sign this application.

701-15-107-059

68
RZ
8/19/15

Schedule #1—General Information (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the transformation model , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that— <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of

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	<p>the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Texas state-design model</u>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

- 9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
 - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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9.	<p>The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.</p> <p>The LEA/campus provides assurance that if it selects to implement the Early Learning Intervention Model in an elementary school, the campus will implement in accordance with the following federal requirements:</p> <ol style="list-style-type: none"> 1. Offer full-day kindergarten. 2. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have: <ol style="list-style-type: none"> (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway; (B) High-quality professional development for all staff; (C) A child-to-instructional staff ratio of no more than 10 to 1; (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications; (E) A full-day program; (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities; (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry; (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities; (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff; (J) Program evaluation to ensure continuous improvement; (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development; (L) Evidence-based health and safety standards. 3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program. 4. Provide educators, including preschool teachers, time for joint planning across grade levels. 5. Replace the principal who led the school prior to the commencement of the early learning model. 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (B) Are designed and developed with teacher and principal involvement; 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,
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after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the turnaround model, the campus will meet all of the following federal requirements:
1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

11.

1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>
These approved models are supported by:
 - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
 - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
 - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
 - (A) School leadership
 - (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the <u>restart model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> significant improvement in academic achievement success in closing achievement gaps either within a school or relative to other public schools High school graduation rates No significant compliance issues in the areas of civil rights, financial management and student safety. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> A study of efficacy that meets What Works Clearinghouse evidence standards.

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	<p>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</p> <p>(C) A study which used a large sample and multi-site sampling.</p> <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met through the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Our mission is to provide all of our students with an opportunity to excel in an educational program that allows them to pursue a post-secondary education and/or career in order to become productive citizens of society.

Perkins Middle School is one of seven Brownsville ISD schools identified as ESEA / TEA "Focus" schools based on campus performance for the past two years; and, as such are eligible to apply for funding through the TEA Texas Title I Priority School (TTIPS) grants. Our campus is a Title I school; 98% of our 1,028 students are economically disadvantaged, 99% are Hispanic or Latino, 68% are At-Risk, 24% are Limited English Proficient, and 11% receive Special Education Services. Many of our students are first generation Mexican Americans, and Spanish is the primary language spoken in the majority of their homes. According to the 2010 census report 86.6% of the population of our city reported that a language other than English (Spanish) was spoken in their home. In addition many of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, The Women Infant and Children's Nutritional Program (WIC), and subsidized housing and medical assistance.

The needs assessment process involved discussion amongst campus administration and staff. Each year, the Site Based Decision Making Team gathers to discuss student assessment data and other information in general regarding student performance. For the TTIPS opportunity, campus data was reviewed: Overall performance on STAAR was 62%, Special Education was 23%, ELL 22%, and At-Risk was 42% and as such falls short of our vision for our students. The needs of students are evident, and our District constantly and consistently seeks and delivers programs that help ensure their needs are met. Likewise, this request for TTIPS grant funds should it be awarded will help us meet more of the needs of our students, and enable us through the Transformation School Improvement Reform Model to close the achievement gap in our special population students as federal mandates require.

Perkins Middle School will implement a transformational program by which we will: improve students' academic performance preparing them for high school and college; use data driven instructional alignment and monitoring of a rigorous curriculum; allow scheduling flexibility and increase learning time; increase leadership and teacher quality; improve the school climate; increase the number of academic and extracurricular activities outside of the instructional day; and increase parent and community support. These are the primary components of Perkins Transformation plan. We fully commit to all tenets of this grant and to its goals for school improvement and to compliance with all statutory policies, local state, and federal. As we strive to transform, our goals are to accelerate student academic achievement in all core subject areas, increase STAAR commended performance rates, and narrow the achievement gaps in our LEP, Special Education, and At-Risk populations. Through the restructuring of our academic day we will gain valuable instructional time that is urgently needed to ensure that our students achieve academic improvement and meet or exceed academic standards, and through initiating individual student academic progress monitoring utilizing a centrally located data wall, we will further address the academic needs of all of our students so that they can and will succeed. Through staff training we will increase the quality of leadership, teachers, and other members of our professional learning community (PLC), and through parent involvement activities and training we increase communication and build a partnership that supports student success. Through technology tools and technology integration we will provide our students a 21st century learning environment.

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Schedule 5 - Program Executive Summary (continued)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The TTIPS grant will provide Perkins Middle School with the means needed to achieve effective, long lasting transformation of our campus to a high performing, data driven, student centered, teacher empowered, and parent engaged campus that is commanded by a strong, dedicated, transformation Principal and her leadership team. With the guidance and support of Brownsville Independent School District, Perkins Middle School is confident of the capacity to sustain the campus efforts after the grant funding period ends. We believe in our district's efforts and support to generate funding through various sources to support and continue this grants efforts; even after grant money has been exhausted. Additionally, program evaluation will involve the use of the following programs: TANGO-TRENDS, Eduphoria, District Benchmarks Minimarks, STAAR Results, CNA (Campus Needs Assessments), Individualized Student Monitoring of Instruction, and Six Weeks Progress Reports. These programs provide will provide campus administration and the project team with formative and summative outcomes that provide immediate student intervention and instruction opportunities for educators.

During the planning process, administration and staff met to discuss and develop project funding needs by utilizing campus goals and objectives as an instrument to determine a budget that was necessary yet reasonable.

Brownsville ISD campuses have been the recipients of several TTIPS grants during Cycle 1 and Cycle 2 that have provided district staff with a strong understanding of what needs to be done to support campuses as they work to accelerate achievement performance for all students. Currently, the district has two administrators that have served as District Shepherds for TTIPS grants and one currently serves as the full-time District Coordinator of School Improvement. The District business services (Finance, Purchasing, Technology, etc.) and BISD Grants Department staff have extensive experience in working with campuses to implement large grant programs. Working with BISD campuses on prior TTIPS grants has already set the stage for supporting campuses to have operational flexibility in staffing, budgeting, scheduling, and the implementation of grant activities. BISD has Area Assistant Superintendents that supervise designated campuses and provide administrative support for the campus leadership. These administrators work in close collaboration with other district cabinet level staff to ensure the campus continues to pursue their transformational efforts with urgency, high expectations, and needed supports to increase student performance while building th Academic Teaming is central to our transformation allowing us to come together and focus on aligning our efforts to more fully meet the needs of our students.

Through the academic teaming organizational structure we will propel our transformation reform program forward. Teams will be comprised of core interdisciplinary subject area teachers that serve a common group of students, and academic departments will be aligned by core subject area and headed by knowledgeable subject area teacher leaders or department chairpersons who represent their respective departments on the SBDM committee. Thus providing the avenue of continuous communication that informs our response to the needs of our student population and enables school stake-holders to effectively participate in the analysis of the Campus Needs Assessment (CNA) and the development of the Campus Improvement Plan (CIP). Our CIP is continually monitored and updated through the Site Based Decision Making Committee (SBDM) to ensure that the goals and activities therein align to the mission of the school, are focused on student achievement, address all Critical Success Factors (CSFs), as required, and are being successfully implemented and assessed.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-901 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$133,630	\$0	\$133,630	\$824,090	\$0	\$824,090	\$0	\$824,090	\$0	\$824,090	\$0	\$3,429,990
#8-Professional and Contracted Services	6200	\$31,000	\$0	\$31,000	\$52,000	\$0	\$52,000	\$0	\$52,000	\$0	\$48,000	\$0	\$235,000
#9-Supplies and Materials	6300	\$321,065	\$0	\$321,065	\$501,145	\$0	\$220,000	\$0	\$220,000	\$0	\$155,000	\$0	\$1,417,540
#10-Other Operating Costs	6400	\$10,000	\$0	\$10,000	\$172,200	\$0	\$172,200	\$0	\$172,200	\$0	\$129,150	\$0	\$655,750
#11-Capital Outlay	6600/ 15XX	\$180,387	\$0	\$180,387	\$12,013	\$0	\$12,013	\$0	\$713	\$0	\$713	\$0	\$205,839

Consolidate Administrative Funds☐ Yes ☐ No

Percentage% indirect costs (see note):	N/A	\$	N/A	\$	N/A	\$	N/A	\$	N/A	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):	\$676,082	\$0	\$676,082	\$1,561,448	\$	\$1,280,303	\$0	\$1,269,003	\$0	\$1,156,953	\$0	\$0	\$5,944,119

Administrative Cost Calculation

Enter the total grant amount requested:

\$5,943,789

Percentage limit on administrative costs established for the program (5%):

x .05

Multiply and round down to the nearest whole dollar. Enter the result.

\$297,206

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16

2015-2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)									
County-district number or vendor ID: 031-901							Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher			\$	\$	\$	\$	\$	\$	\$
2 Educational aide			\$	\$	\$	\$	\$	\$	\$
3 Tutor			\$	\$	\$	\$	\$	\$	\$
Program Management and Administration									
4 Grant Coordinator	1		\$28,000	\$28,000	\$56,000	\$56,000	\$56,000	\$56,000	\$252,000
5 Title			\$	\$	\$	\$	\$	\$	\$
6 Title			\$	\$	\$	\$	\$	\$	\$
Auxiliary									
7 Grant Secretary	1		\$13,000	\$13,000	\$26,000	\$26,000	\$26,000	\$26,000	\$117,000
8 Title			\$	\$	\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10 Title			\$	\$	\$	\$	\$	\$	\$
11 Title			\$	\$	\$	\$	\$	\$	\$
12 Title			\$	\$	\$	\$	\$	\$	\$
13	Subtotal employee costs:		\$41,000	\$41,000	\$82,000	\$82,000	\$82,000	\$82,000	\$369,000
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$13,200	\$13,200	\$39,600	\$39,600	\$39,600	\$39,600	\$171,600
15 6119 Professional staff extra-duty pay			\$60,000	\$60,000	\$585,000	\$585,000	\$585,000	\$585,000	\$2,400,000
16 6121 Support staff extra-duty pay			\$2,000	\$2,000	\$10,000	\$10,000	\$10,000	\$10,000	\$42,000
17 6140 Employee benefits			\$17,430	\$17,430	\$107,490	\$107,490	\$107,490	\$107,490	\$447,300
18 61XX Tuition remission (IHEs only)			\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	Subtotal substitute, extra-duty, benefits costs		\$92,630	\$92,630	\$742,090	\$742,090	\$742,090	\$742,090	\$3,060,990
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$133,630	\$133,630	\$824,090	\$824,090	\$824,090	\$824,090	\$3,429,990

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Regional Service Centers	<input type="checkbox"/>	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
2	Positive Behavior Program Trainers	<input type="checkbox"/>	\$2,000	\$2,000	\$8,000	\$8,000	\$8,000	\$4,000	\$30,000
3	Technology Trainers	<input type="checkbox"/>	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$20,000
4		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
5		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
6		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
7		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
8		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
b.	Subtotal of professional services, contracted services, or subgrants:		\$26,000	\$26,000	\$32,000	\$32,000	\$32,000	\$28,000	\$150,000
a.	Subtotal of professional and contracted services requiring specific approval:		\$0	\$0	\$0	\$0	\$0	\$0	\$0
b.	Subtotal of professional services, contracted services, or subgrants:		\$26,000	\$26,000	\$32,000	\$32,000	\$32,000	\$28,000	\$150,000
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$5,000	\$5,000	\$20,000	\$20,000	\$20,000	\$20,000	\$85,000
	(Sum of lines a, b, and c) Grand total		\$31,000	\$31,000	\$52,000	\$52,000	\$52,000	\$48,000	\$235,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16

2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #9—Supplies and Materials (6300)									
County-District Number or Vendor ID: 031-901							Amendment number (for amendments only):		

Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Tablets	Student Instructional Support	900	\$417	\$151,065	\$151,065	\$281,475	\$0	\$0	\$0	\$432,540
	2	Calculators	Classroom Instruction	350	\$119							
	3	Keypad	Classroom Instruction	300	\$49							
	4	Boom Boxes	Assessment	10	\$890							
	5				\$							
6399	Technology software—Not capitalized					\$20,000	\$20,000	\$20,000	\$0	\$0	\$5,000	\$85,000
6399	Supplies and materials associated with advisory council or committee					\$ 0	\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal supplies and materials requiring specific approval:					\$171,000	\$171,065	\$301,475	\$20,000	\$20,000	\$5,000	\$517,540
	Remaining 6300—Supplies and materials that do not require specific approval:					\$150,000	\$150,000	\$200,000	\$200,000	\$200,000	\$150,000	\$900,000
	Grand total:					\$321,065	\$321,065	\$501,475	\$220,000	\$220,000	\$155,000	\$1,417,540

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 031-901		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$10,000	\$10,000	\$172,200	\$172,200	\$172,200	\$129,150	\$655,750	\$655,750
Grand total:		\$10,000	\$10,000	\$172,200	\$172,200	\$172,200	\$129,150	\$655,750	\$655,750

n-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)		N/A	N/A	\$	\$	\$	\$	\$	\$	\$
1										
66XX/15XX—Technology hardware, capitalized										
2	Laptops	66	\$1,130	\$74,580	\$74,580	\$11,300	\$11,300	\$0	\$0	\$97,180
3	Projectors	39	\$713	\$27,807	\$27,807	\$713	\$713	\$713	\$713	\$30,659
4	Media Screen (Rolling)	30	\$1,200	\$36,000	\$0	\$0	\$0	\$0	\$0	\$12,000
5	Smartboard	30	\$1,400	\$42,000	\$0	\$0	\$0	\$0	\$0	\$42,000
6			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14			\$	\$	\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21			\$	\$	\$	\$	\$	\$	\$	\$
Grand total:				\$180,387	\$180,387	\$12,013	\$12,013	\$713	\$713	\$205,839

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 031-901		Amendment # (for amendments only):	
Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Category	Number	Percent	Data Source
Total Enrollment	1,074		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	2	0.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	1,066	99.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	4	0.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	1,058	98.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	208	19.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	119	11.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	100		2014-2015 PEIMS report
Disciplinary placements in In-School Suspension	33		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	68		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	36		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		96.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA %	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator) – Algebra EOC	38	97%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	623	71%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Perkins is a Title I school; 98% Of our 1028 students are economically disadvantaged, 99% are Hispanic or Latino, 68% are At-Risk, 24% are Limited English Proficient, and 11% receive Special Education Services. Many of our students are first generation Mexican Americans, and Spanish is the primary language spoken in the majority of their homes. According to the 2010 census report 86.6% of the population of our city reported that a language other than English [Spanish] was spoken in their home. In addition many of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, The Women Infant and Children's Nutritional Program (WIC), and subsidized housing and medical assistance.

Last year's 6th Grade Class (incoming 7th graders) is composed of 267 students (or 100%) Hispanic of which 260 are economically disadvantaged, 175 are designated At-Risk, 79 are LEP, 22 are receiving support from Special Education, and only 32 students are Gifted/Talented. Sixth grade STAAR scores indicate that LEP students had a 39% passing rate on Reading and a raw score of 21 (out of 52) on the Math STAAR tests respectively; while our Special Education students had a 23% passing rate on STAAR Reading and a raw score of 14 on the Reading and Math STAAR tests, respectively.

Contrary to school-wide data, our 7th Grade Class (incoming 8th graders) is composed of 302 students. There are 299 Hispanics of which 296 are economically disadvantaged, 180 are designated At-Risk, 54 are LEP, 21 are receiving support from Special Education, and only 21 students are Gifted/Talented. Last year's 7th grade scores indicate that LEP students scored 22% correct and a raw score of 18 (out of 52) on the Reading and Math STAAR tests respectively; while our Special Education students had only 10% pass the Reading test, and they achieved a raw score of 15 (out of 54) on the Math STAAR tests respectively.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	82.7		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	63.2	76.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	8.5	10.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3.0	3.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	8.0	9.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	58.2	92.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	4.0	6.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	7.5	11.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	11.6	18.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	11.3	17.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	17.4	27.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	15.4	24.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	44,810		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	44,116		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	45,781		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	51,904		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years	60,177		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	34	29.3%	2014-2015 Brownsville ISD Human Resources
Staff with Bachelor's degree as highest level attained	61	52.6%	2014-2015 Brownsville ISD Human Resources
Staff with Master's degree as highest level attained	19	16.4%	2014-2015 Brownsville ISD Human Resources
Staff with Doctoral degree as highest level attained	2	1.7%	2014-2015 Brownsville ISD Human Resources

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Perkins Middle School's teacher to student ratio is twenty-five to one. The campus faculty and staff population is approximately one hundred sixteen employees, four administrators, sixtysix teachers, twentytwo paraprofessionals, eight support staff, seven custodians, and nine cafeteria staff. All teachers are highly qualified as per TEA and SBEC. All teachers at Perkins Middle school are certified in the secondary grade level which is composed of sixth through eighth grades. The subjects in which the teachers are certified in are Reading, Math, English, Science, Social Studies, Arts, and Foreign Languages. The total number of teachers in core academic subject areas is 45 general education and 3 special education teachers. In addition, the numbers of core academic teachers in alternative certification preparation that are highly qualified are three general education teachers and one special education teacher.

The following personnel have transferred, resigned, and/or retired as of Spring/Summer 2015: Mrs. N. Ledezma, Mr. J. Caballero, Mrs. D. Sanchez, Mr. R. Garcia, Mr. C. Alaniz, Mr. L. Castro, Ms. N. Vela and Mr. D. Rivera. Our teacher retention rate has declined, and it has been necessary for teachers to teach in subject areas and/or grade levels that they have not taught in previously. Additionally, reassignment of teachers to a grade level or subject that they are more suited to teach has been needed to benefit student.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							292	332	405					1,029

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							15	17	20					52

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Perkins Middle School is a TEA Focus School and as such through the guidance of the District uses the Texas Accountability Intervention System's Continuous Improvement Process and Plan. After data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The five steps are as follows: Step 1: Establish Purpose of Needs Assessment and Establish the team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root cause Analysis, Step 5 Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood. It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a Campus Improvement and District Improvement Plan is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify which focus areas will have the greatest impact on the reason for low performance in an index, system safeguard or PBM indicators and ensure those are your prioritized needs. Our Campus Improvement Plan (CIP) is continuously monitored and revised to meet the needs of our learning community. Our efforts to achieve improvement are ongoing. So, it seemed efficient and reasonable for the grant committee to review the CIP as well as incoming data and stake-holders input to assess needs that may be addressed and interventions that may be expanded with grant funding and to use the same process and standards to review incoming data. Grant Committee members include: Beatrice Hernandez Principal, Suzanna Zapata Dean of Instruction, Nelda Rangel TLI, Laura Vela-Samaniego At-Risk Counselor, Martha Barrios Librarian, Teresa Solitaire Special Education Department Chair, Melissa Rodriguez English Language Arts Department Chair, Bhauna Wadhwani Math Teacher, and Erika Ortiz English Teacher. Initially most committee members of the grant committee were informed of our eligibility to apply for the TTIPS Grant and received training on August 28, 2015 which included grant application guidelines, informational about the school improvement reform models available, and the TAIS process for data analysis, needs assessment, goal setting, and planning. Our initial stakeholders' meeting was set for August 4th, 2015 and was posted on the District Web-Site and school Marque. A schedule was developed at that time and it included grant committee meetings for August 3rd, 4th, 5th, 7th, and a Department Chairs meeting was held on August 12th at which Mrs. Hernandez, Principal introduced her plan of action, including: data driven instruction and curriculum alignment, a data wall for individual student progress monitoring, and STAAR assessment data was reviewed. The Grant was discussed and additional input was provided both to and by the grant committee members. Grant committee members met on the August 12th, 13th, and 14th as well, and the Department Chairs / SBDM are preparing to meet next week during the initial staff development days of the opening school year. Pertinent school data that was reviewed during the course of the meetings includes was not limited to stake holders input from school community meetings, disaggregated STAARS results, TARP, School report card CIP, Data Team TAIS documents, HQ Report, ERO Teacher Training Reports, Parent Involvement Meeting and Training Agendas and sign in sheets, tutorial schedules, attendance records, master schedule, PEIMS reports, fixed assets holdings records. Areas of need were examined and targeted for improvement.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.☒ Transformation☐ with Rural LEA Flexibility modification☐ Texas State-Design Model☐ Early Learning Intervention Model☐ Turnaround☐ with Rural LEA Flexibility modification☐ Whole-School Reform☐ Restart☐ Closure**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Transformation School Intervention Model is the model aligned to the identified needs of our campus. Perkins Middle School met standard on STAAR with a score of sixty two. However, there is a wide gap between the success rates of our LEP and Special Education populations and the general population. Perkins must meet and exceed federal and state expectations regarding student success, and is expect to close the achievement gap that exist in our special populates. Perkins Middle School has selected the Transformation Model and is committed to full implementation of all components. All Transformation Model Components will be met. Perkins Principal is newly assigned and will be guiding and leading the transformation. She is a highly qualified, data driven instructional leader focused on individual student progress. The delivery of rigorous and measureable evaluation system for teachers and principals will be used to continuously evaluate and monitor individual progress. Perkins will initiate the new system (T-TESS) teacher evaluation as mandated by the Texas Education Agency. This instrument is designed to support teachers in their professional development and help them grow and improve as educators. District enhancements to the process include the use of Eduphoria software and Tango Central software for immediate turnaround of observation data, facilitation of communication, and collaboration. There will be more research-based professional development in the area of effective instructional strategies for LEP and Special Education students. Teachers will be trained in the use of variety of instructional tools, software, designed to instruct and aide the student with disabilities or disadvantages and a greater level of collaboration will occur regarding services to Special Education and LEP students. Perkins Middle School has initiated the reassignments of those staff member who are not impacting students in a positive way but can be productive in another subject area or grade level and will continue to do so throughout the life of the grant to ensure student success.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brownsville ISD Campuses Apply for TTIPS was one of the featured headlines on the school website during the month of July 2015. It read as follows:

BISD campuses that have been designated as "Focus" campuses based on campus performance for the past two years are eligible to apply for one of the five TEA Texas Title I Priority School (TTIPS) grants. The intent of the TTIPS grant program is to achieve lasting positive reforms in the state's most struggling campuses through highest-quality implementation of strong evidence-based interventions. These interventions are designed within a framework of one of seven school reform models. In order to apply for these grants, these campuses need to have parents and community members involved in deciding which model to use for their grant reform activities. The following meetings have been set up at eligible campuses: Besteiro Middle School August 4, 2015 at 3:30 pm, Cumming Middle School August 11, 2015 at 10 am, Oliveira Middle School August 4, 2015 at 4:30 pm, Perkins Middle School August 4, 2015 at 4:30 pm, Stell Middle School August 3, 2015 at 11 am, Aiken Elementary August 4, 2015 at 3 pm, El Jardin Elementary August 4, 2015 at 3:30 pm and Garza Elementary August 6, 2015 at 5 pm.

Additionally, the TTIPS grant school meeting date and time was placed on Perkins school marquee. The meeting was held as planned, and Perkins Middle School Principal, Mrs. Beatrice Hernandez informed the school stakeholders of the purpose of the grant, the school improvement reform models that are available and the benefits they will provide to our school. Through this activity along with recommendations from teacher leaders, department chairpersons, and grant committee members with the support of the school Administration the Transformational School Improvement Reform Model was selected as the best fit for our school.

Perkins Middle school continues to value the partnership with parents and community members and aims to build a strong school community through communication and collaboration, and seeks more parental involvement including participation in Site Based Decision Making Committee.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Dr. Roni Renfro is responsible for district and campus Texas Accountability Intervention System activities and reporting as well as district administrator for multi-million dollar TTIPS grants.	Doctor of Education Curriculum and Instruction, Masters of Science Interdisciplinary studies with a certification in mid-management. 3 years experience in District Coordinator for School Improvement / District Sheppard (TIPPS)
2.	Area Assistant Superintendent for Curriculum	Bertha Pena will be responsible for providing support for the campus through Curriculum Specialists.	Masters Degree in Education Administration with a certification in Mid-Management. Fourteen years experience as Assistant Superintendent, five years as High School Principal
3.	Area Assistant Superintendent for Perkins Middle School	Dora Saucedo Will is responsible for providing individualized assistance to the Principal.	Doctor of Education, Masters Degree in Education Administration with a certification in Mid-Management. Fourteen years experience as Assistant Superintendent, five years as High School Principal
4.	Principal	Beatrice Hernandez provides leadership to school campus and is to direct and manage the instructional program and supervise operation at the campus level. Provides instructional leadership to ensure high standards of instructional service. Directs the implementation of district policies and instructional programs and manages the operation of all campus activities.	Masters Degree in Education Administration with a certification in Mid-Management and Bilingual. 8 Years experience as Assistant Principal/Dean Primary and secondary level and first year Principal of a secondary school.
5.	Dean	Susana Zapata provides leadership, assisting to the campus principal in administrative responsibilities and will be responsible for the coordination of curriculum and activities.	Masters Degree in Education and BA in Administration & Guidance and Counseling with a superintendency certification. 5 years experience as Administrator of Secondary Schools/Dean.
6.	Assistant Principal	Diana Guerrero provides leadership, assisting to the campus principal in administrative responsibilities; planning and supervising the educational program in Special Education and ELL as delegated by the principal.	Masters Degree in Education with a Mid-management certification. 4 years Assistant Principal in secondary schools.
7.	Curriculum Specialists	Curriculum Specialists for the 4 core areas. Assist teachers with effective delivery of instruction. Provide content alignment and have content grade level meetings.	Masters Degree in core area subjects, Elementary education, Secondary education, Educational Administration or Curriculum & Instruction with a certification in teaching.
8.	Special Education Administrator	Provide guidance to Special education department in order to meet the individual needs of the special education students. Monitor delivery of effective instruction of curriculum and activities provided by the school campus. Provide support to school Administration and teaching staff.	Masters Degree in Education Administration with a certification in Mid-Management.
9.	Bilingual Education Administrator	Provide guidance to Bilingual education department in order to meet the individual needs of the Bilingual/ELL students. Monitor the delivery of effective instruction of curriculum and activities provided by the school campus. Provide support to school Administration and teaching staff.	Masters Degree in Education Administration with a certification in Mid-Management.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Regional Educational Service Centers	Improve student achievement in Texas by developing high quality services that enable schools to operate more efficiently and economically, and to support educators as they prepare the future workforce of Texas.	Educational Background Experience: <ul style="list-style-type: none"> • Technology Integration Training • Academic Teaming Teacher Building • Behavioral Training Bullying Prevention
2.	Regional Service Centers	Improve student achievement in Texas by developing high quality services that enable schools to operate more efficiently and economically, and to support educators as they prepare the future workforce of Texas.	Educational Background Experience: <ul style="list-style-type: none"> • Strategies for Special Populations (LEP, Special Education, At-Risk)
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus and district will ensure that all project participants remain committed to the project's success by ensuring academic success for each student; accept no excuses for poor performance; a willingness for campuses to experiment with a variety of strategies; intensive efforts to involve parents and the community; an environment of professional respect and collaboration; reward school leaders, teachers and other staff who, in implementing this model that have increased student achievement, and a desire for continuous improvement and professional growth for all participants by using the reform methods described in the transformation model.

Campus and districts must choose and sustain a coherent management strategy appropriate to the school by focusing on the schools need to improve curriculum and classroom instruction and aligning all other school operations with that focus. To support these improvements, District and Campus leaders will implement school policies to create a safe environment for learning, help prepare students to be ready for school, prepare teachers to carry out high quality instruction, and extend learning time for students who do meet challenging standards. The district will deliver continuous high quality programming when there are changes in key project personnel by providing up to date information and training on the process of the management plan in order to continue with the commitment of project success.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the guidance and support of Brownsville Independent School District, we are confident of the capacity to sustain the campus efforts after the grant funding period ends. We believe in our district's efforts and support to generate funding through various sources to support and continue this grants efforts; even after grant money has been exhausted. Our district, like all those across Texas uses a variety of funding. Our District allocates local, state and categorical funds which may be prioritized to meet the annual Comprehensive Needs Assessment (CNA) process. Brownsville ISD provides campus yearly funding. Funds can be utilized for proven successful activates demonstrating student on-grade-level progress. Therefore, our district will work diligently to appropriate funds to ensure grant initiative activities continue, thus impacting student learning and academic gains. Our district collaborates and provides guidance to campuses who are presently working with grant initiatives on extending its efforts to sustain continuing funding. This TTIPS grant will have an impact in meeting the Critical Success Factors (CSF), which will be fundamental to this grant initiative. The following CSFs will be addressed. By providing teachers annual opportunity to attend professional development/trainings in instructional best practices, teachers at Perkins MS will enhance their instructional repertoire allowing them to pick and choose new trends on activities and strategies. Implementing Academic Teaming, Vertically and Horizontally will increase teacher quality. Teaming will encourage the monitoring of student success and contribute motivational trends on improving student academic performance. Also, in conjunction with the support and collaboration of our district's curriculum department, teachers will enhance planning and delivery of instruction by utilizing district's curriculum frameworks and supports. Teachers at Perkins MS will also receive immediate feedback from administration's walkthroughs/observations, through the use of the implementation of T-TESS Appraisal System, which recommends increase of multiple formal and informal classroom observations by the administrative team, promoting various opportunities to discuss and collaborate through a pre and post conference on teacher's instructional practices thus improving academic performances for our students. Our campus utilizes the support of various software to assist with data driven instruction, Eduphoria provides campus administrators immediate data on classroom visits, conversations about delivery of instruction, and student engagement that will directly tie in with the Teacher Appraisal System. TRENDS software will facilitate immediate performance feedback on student scores. It also provides TEKs Mastery, Item Analysis and a Prescribed Remediation/booklet for each individual student. This facilitates with the TIERING of students. Teachers will focus their efforts on analyzing data to drive their instruction by challenging TIER I students and by aligning instruction for TIER II and TIER III students. Perkins MS will implement a new data wall initiative to monitor individual student success thus assisting teachers in aligning instruction for student's academic needs. Our district works and collaborates closely with instructional leadership teams to promote and enhance leadership effectiveness in all campuses through job embedded professional development on strategies targeting relevant use of resources and data driven trends to improve student instruction in each campus. Perkins will ensure that all students have the same learning time opportunities, by increasing learning time through afternoon tutorials and Saturday Academies for students who may be at-risk of failing and for the STEM, GT, Pre AP, Algebra and Spanish AP students who wish to excel. Campus's annual goal stated in the Campus Improvement Goal (CIP) includes Improving school climate and increase Family and Community Involvement. Our campus goal this 2015-2016 will be to Increase the number of yearly parent involvement activities; providing computers on wheels for Perkins MS parent center/parental access to student's academic progress reports, on-line training courses, etc. Also, extend parent trainings and parent-child learning experiences through activities such as Literacy night, Math & Science Camp, NASA exploration, and Developments with History's Past, Present and Future. Furthermore. The TTIPS grant will open doors for students to receive expanded avenues to learning opportunities shared by other schools.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Performance measurement is a critical element of accountability for our district. Perkins Middle School strives to establish measures to assist us in determining student progress. It is important to know and understand the programs selected for this task. Perkins Middle School has been uses the following programs; TANGO-TRENDS, Eduphoria, District Benchmarks Minimarks, STAAR Results, CNA (Campus Needs Assessments), Individualized Student Monitoring of Instruction, and Six Weeks Progress Reports. These programs provide us with formative and summative outcomes that provide immediate student intervention and instruction opportunities for educators.

It is equally important to promote best monitoring practices; therefore Perkins MS will adopt data walls as a new initiate for this upcoming 2015-2016 school year. Department teams will meet to establish framework and processes for student progress monitoring. Formative Pre and Summative Post assessments will be administered to students as a starting point for monitoring on-going progress that will lead to student's success during STAAR Testing. These initiatives will allow teacher leaders to appropriately review assessment data and closely monitor the alignment or modification of instruction to meet student's individual academic needs. The teams will meet regularly to analyze data and effectively make data driven decisions. These Data Walls will also promote teacher professional practices and responsibilities thus providing an ongoing form of teacher self monitoring when meeting the domain dimensions for the T-TESS.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the Transformational Model student data will be taken into account in student growth on a significant factors as well as other factors such as multiple observation-based assessments of performance and ongoing collections. TAIS Campus Needs Assessment an instrument provided by the District's Assessment Department to quarterly monitor interventions aligned to the following data programs; *TANGO-Trends* and *Eduphoria* data will be collected quarterly or after *District's Benchmark/Minimarks* to determine student outcomes for student immediate interventions. TEKS Mastery (70/90). Data Analysis, Item Analysis and Remediation's are crucial components provided by this program which are key factors for teachers to use to determine students progress and interventions needed. Interventions will include core area department meetings, administration feedback on walkthroughs, Monitored TIER student instruction, Tutoring morning/after school etc. Adjustments on monitoring of planning and effective delivery of instruction in content area as well as individualized/rigorous instruction for all students. STAAR Results will be utilized for start of year (SOY) and for End of year (EOY) to demonstrate student yearly progress. As we collect STAAR data to begin our data walls we will take into consideration grade level and content to promote and execute student interventions needed to meet individualized student academic needs.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Perkins is eligible for the TIPP'S grant and will implement the TEA Transformation reform model. Our mission is to provide all of our students with an opportunity to excel academically and pursue a post-secondary education and career successfully. Our Campus will be committed to ensure students receive appropriate and prescribed instruction through the Response to Intervention (RTI) practice. RTI is the practice of meeting the academic and behavioral needs of all students through a variety of services containing key elements. "High-quality instruction and scientific research-based tiered interventions aligned with targeted Reading and Math strategies to meet individual student needs." Teachers and the Rtl support team will monitor student progress to make results-based academic and/or behavior decisions. Our District's 2015-2016 TLI Co-hort will work with our "focus" campus to improve student instruction by providing Rtl support and meeting the TIPP'S and will assist with the implement the TEA Transformation reform model. This practice will allow teachers to TIER students academically thus providing interventions that will meet each individualized academic need. Teacher will receive training on Rtl implementation, use of interventions, and the monitoring process. Student progress will be monitored through districts weekly benchmarks.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of the Brownsville Independent School District (BISD) Purchasing Department is to provide efficient and timely procurement services, that maximize the District's resources and promotes its instruction and professional services programs. A database of approved vendors is maintained by the District.

In order to ensure that the best external providers are identified, a committee to choose an external provider will be established. The committee will include school administrators, teachers representing different grades and content areas. Members from the Site Based Decision Making Team and others.

In order to ensure a reasonably sized pool of prospective providers, the committee will review at least three perspective consultants for all external provider activities.

Service providers will be required to have a high degree of experience in the area which their services will be provided. Each provider will need to provide a recommendation and be recognized at a State or National level for providing similar services and submit required to the BISD purchasing department. The external providers who will be chosen must provide documentation of a prior history of success and strong results when providing similar services to other schools. The BISD finance department will support the campus with determining the risk associated with the contracting. Final selection and procurement will be done by following BISD financial procurement policies and procedures.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Perkins Middle School will provide a rigorous ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverable by proposing a schedule to regularly review external provider performance every six weeks.

The District uses an evaluation for the level of services for documentation. The campus person responsible for oversight and management of providers will be by the campus Principal and Dean of Instruction. The instruments that will be used to measure and monitor success to the providers will be benchmark scores, teacher performance, and data collection. In addition, corrective actions or additional supports will be utilized to improve provider performance by communication, meetings and debriefing about the progress of the provider with teacher and administration on the advantages and disadvantages of the providers.

Finally, the criteria of actions to be taken to remove or replace a low performing provider is to replace them with other providers or consultants in order to improve achievement scores in our campus and have successful students and teachers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016–July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Initiate the procurement process according to District standards.
2.	Purchase technology devices and related materials.
3.	Facilitate campus preparation for newly purchased technology and devices for use by students and teachers.
4.	Hire a grant coordinator to provide management for the project.
5.	Provide teacher training in technology integration, teaming, and student centered instruction.
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Perkins Middle school has had several activities that are ongoing but that are in need of improvement or expansion. Some of these ongoing plans are tutorials after school and on Saturdays, parent involvement, technology equipment and integration training. Our campus continues to participate on having afterschool and Saturday tutorials but would like to expand on the days for Saturdays and be able to get more teachers to be able to participate in tutorials for all subjects in every grade level. In the past, Reading and Math tutorials for six and seventh grade were offered but an expansion of social studies and science were needed for the six and seventh grade students. By offering science and social studies tutorials to our 6th and 7th grade students it will improve their scores on the STAARS assessment and help with classroom progress grades. In reference to 8th grade tutorials they were provided for all core subjects areas such as; Reading, Math, Social Studies and Science. Moreover, progress was made on all 8th grade subjects but our goal for the 8th grade students in Social Studies was not met. In the past three years, from 6-8 grades in all subjects' Perkins Middle school has improved by only 1%. Also an increase last year was made in Reading for 6th and 8th grade but not for 7th grade it declined. Also, to expansions and improvements of tutorials, ESL and Special Education teachers should take part as co teachers during tutorials in order to focus on the students that need inclusion or extra help. Another, improvement that is ongoing is the involvement of parents in the school community. The increase of the number of yearly parent's involvement activities on campus is needed by providing computers on wheels (COWS) parent center/parental access to student academic progress reports, online training courses etc.; implement academic team parent training, parent/child learning experience (literacy night, math, science camp, Nasa exploration, developments with history's past, present and future). In addition, solicit parent community volunteerism to participate in school wide events for example; assisting in school related functions, extracurricular activities support, teacher support and etc. Finally, continue to support teachers with classroom equipment such as tablet devices for classroom research and AR (reading) in order to help with classroom activities, grades and state test scores. Offer new equipment that will help students succeed in the classroom. Equip teachers and students with new devices that are functional. In addition; integration training is needed for teachers on the latest technology such as; tablets, electronic calculators, smart boards and etc. In training teachers in the usage of technology and providing more technology in the classrooms our students, staff and even parents can become more familiar on the latest technologies and become more successful with the use of technology in schools and in the community.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Beatriz Hernandez

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

Principal was hired for Perkins Middle School on July 27, 2015.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the ***option*** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

Brownsville Administrators will be appraising teachers with the T-TESS (Teacher Evaluation and Support System). The goal of this evaluation system will address Four Domains: Planning, Instruction, Learning Environment and Professional Practices and Responsibilities. The Texas Evaluation and Support System (T-TESS) rubric will assist administrators gather recommended guidance, evidence and ratings targeting the all four domains specifically noting classroom practices through the Professional Practices and Responsibilities domain.

Through this evaluation system data, Perkins Middle School Administrators will be able to weigh teachers instructional practices based on student academic growth.

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

As previously stated this evaluation system will be utilized based on *Recommendations* rather than *Requirements*. Administrators will be recommended to perform multiple observations-formal and informal. Observations will be lesson length (beginning, middle and end). The observations will be one announced and one unannounced. Teachers will Pre-Conference within 48 hours in-person, this allowing teacher to better prepare for the upcoming lesson. Pre-conferences should be done with all announced observations. Through these processes, administrators will be able to obtain ongoing data collections of professional classroom practices.

Describe how the evaluation system was developed with teacher and principal involvement:

This redesign system focused on creating a system that would be used for continuous professional growth, while de-stigmatizing the observation process moving the mindset away from compliance and towards feedback and support from campus appraisers. This means that appraisers would meet with teachers frequently providing them immediate feedback and guidance in order to promote for teachers to make efficient and contextual professional development choices that will lead to an improvement in their teaching.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	<p>Through the Transformation Model, the campus assures That it will implement the following grant requirement.</p> <ul style="list-style-type: none"> • All Perkins Staff will receive \$1200.00 per school semester if present every day. \$800.00 (if absent 1 day per semester), \$600.00 (if absent 2 days per semester), and \$500.00 (if absent 3 days per semester). Absent more than 3 days will receive no compensation. • 6th -8th grade core area teachers will receive \$3000.00 incentive if 80% of their students (including each subpopulation group) who meet standard on the state assessment yearly. • ALL Perkins Staff will receive \$2000.00 incentive if Perkins MS meets 4 Distinctions (2015-2016), all 6 distinctions from 2017-2020.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	Struggling /needs of assistance teachers will be assigned a mentor. Teacher mentoring will help new or teacher with improvement needed succeed and understand the school's mission and vision for student academic success. Participating teachers will attend training on effective strategies with an emphasis on reaching LEP and Special Education students thus improving student outcomes.
Describe the criteria established for educator removal:	Teacher is observed according to the T-TESS rubric, he or she will be given an average performance rating for each observation based on the dimensions in each of the four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. In each domain, performance will be rated on a five-point scale, averaged and assigned a single rating. Teachers that are below proficient and have low performance in the past two years will be non-renewal or moved to a non-testing grade or subject.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:</p>	<p>N/A</p>
<p>Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:</p>	<p>N/A</p>
<p>Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:</p>	<p>N/A</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

An applicant proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider to deliver the preschool.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of existing staff rehired for work in the turnaround model implementation:

N/A

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of new staff hired for work in the turnaround model implementation:

N/A

Indicate the start date for the new turnaround implementation staff, including rehires and new hires:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

N/A

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Academic Performance/Improve the Instructional Program*****Planned Intervention****Period for Implementation**

1.	Implementing Academic Teaming, Vertical and Horizontal. Activity: Team Building Training Professional Development	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
2.	Increase STAAR commended in all core areas performance rates. Activity: Expand on Tutorials; Afternoon & Saturday Academies STEM/GT instructional teachers	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Meet STAAR Academic Performance Standards in Social Studies and Science. Activity: Expand on Tutorials; afternoon & Saturday Academies LEP/Team Teach, Bil./Team teach	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Narrow the performance gap in AT-Risk, LEP, Special Education Populations. Activity: Expand on Tutorials; afternoon & Saturday Academies LEP/Team teach, Bilingual /Team Teach	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Improve Literacy by targeting vocabulary development strategies in all subjects and grade levels. Activity: Creating word walls, mnemonics, and cognates. Refresher on Vocabulary Development Professional Development	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.	Implementation of writing across the curriculum to ensure vocabulary is utilized in all subjects. Activity: Journal writing across the curriculum. Teacher training in "Write for Success" or similar program.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Teacher Quality***

Planned Intervention		Period for Implementation	
1.	Increase student centered instruction Training in Student-Center Learning and Instruction. Activity: Provide Teacher training	<input checked="" type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
2.	Increase use of technology in instruction: Activity: Teacher training in the use of technology; tablets, smartboards, calculators, and software.	<input checked="" type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
3.	Increase the use multimedia presentations through the use of technology (laptop / projector), Activity: Provide multimedia presentations in the classroom.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Math and Science Team teachers will attend professional development on hands on strategies via educational service center to reach At-Risk/ ELL and Special Ed students.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.	Increase the use of technology in the classroom Academic Teams Teachers will receive training on integration of tablets and other technology in the classroom.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
6.	Core Area Teachers will receive a \$3000.00 incentive if 80% of their students including each (subpopulation group) pass the state assessment.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
7.	Inclusion and Bilingual Teachers will receive a \$3000.00 incentive if 80% of the students they serve (Sped/Bill) meet the passing standards on the state assessment.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Leadership Effectiveness

Planned Intervention**Period for Implementation**

1.	Administrators and teacher leaders will receive leadership training for school improvement through education service centers.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
2.	Administrator and teacher leaders will receive professional development in academic teaming through educational service centers.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
3.	Administration and teacher leaders will receive training in the integration of technology.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.		<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

Planned Intervention**Period for Implementation**

1.	Core area teachers will utilize TANGO-Trends and Eduphoria data after benchmarks for immediate change and re-teaching.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Working in collaboration, teacher will use disaggregated data; STAARS and programs like COMPASS Learning, LION, Mindplay, Think Through Math, etc. to make curriculum decisions to improve the instructional services to students.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Core area grade level department teachers will meet for a full day to design assessments aligned to the curriculum once each six-weeks. .	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.	Data Walls to monitor student progress and modify instruction. Create and implement the use of Data Walls for monitoring student progress.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
5.		<input checked="" type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
6.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
7.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Learning Time

Planned Intervention**Period for Implementation**

1.	Increase student participation in and curriculum based extra-curricular activities. By creating teacher led book clubs, poetry groups, technology clubs that meet after school and on Saturdays.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Decrease student discipline referrals by establishing teacher teams, advisor-advise programs, in-service trainings and student activities programs such as after school book clubs, tutorials, and Chess	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Assign mentors teachers for new teachers to advice about instruction, curriculum and practices.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Parent/Community Engagement

Planned Intervention**Period for Implementation**

1.	Increase number of yearly parent involvement activities on campus by providing computers on wheels (COW) for Perkins MS parent center to provide parental access to student's academic progress reports, on-line training courses, etc.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
2.	Implement additional parent trainings, and parent-child learning experiences such as Literacy night, Math & Science Camp, NASA exploration, and Developments with History's Past, Present & Future.	<input checked="" type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
3.	Solicit parent and community volunteerism to participate in school wide events, example; assisting with school related student function, extracurricular activities support, teacher support etc.	<input checked="" type="checkbox"/> Year 1	<input checked="" type="checkbox"/> Year 4
		<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 5
		<input checked="" type="checkbox"/> Year 3	
4.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
5.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
6.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	
7.		<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 4
		<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 5
		<input type="checkbox"/> Year 3	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Improve School Climate

Planned Intervention**Period for Implementation**

1.	Increase student participation in co-curricular and extra-curricular activities. Provide after school clubs for students based on their interest.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Decrease student discipline referrals. Provide additional bullying prevention positive behavior training.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 031-901		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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